

Name: _____ **Social Security #** _____

Transcript Review Worksheet

Endorsement #76: Reading/English Language Arts Specialist

Instructional Level: PK – 12

The holder is authorized to function as a school-wide resource to support teachers to implement reading instruction and assessment practices that are informed by research, and to provide instruction in reading to students. This endorsement is limited to holders of endorsements in early childhood, elementary education, middle grades, the secondary content areas, special education, or English as a Second Language.

Additional Requirements:

A minimum of 18 credits in reading/English language arts.

A minimum of a practicum, or the equivalent, in reading instruction and assessment.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

| Content Topic | College/ University | Course Number | # of Credits | Course Title |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------|---------------------|---------------------|
| <i>Reading Comprehension</i> | | | | |
| Cognitive processes involved in reading and their interaction | | | | |
| The components of reading comprehension, their interaction, and implications for instruction | | | | |
| Components of fluency, and appropriate ranges of reading fluency rates at different grade levels | | | | |
| Development of early and emergent literacy | | | | |
| Instructional strategies to promote reading comprehension and fluency | | | | |
| <i>Literature and media</i> | | | | |
| A wide variety of age-appropriate literature across genres, cultures, and sub-cultures, including texts that support a range of reading abilities | | | | |

| Content Topic | College/ University | Course Number | # of Credits | Course Title |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------|---------------------|---------------------|
| Critical theories of children's literature | | | | |
| Literary elements and strategies for analysis of literature and non-print media | | | | |
| <i>Language Development</i> | | | | |
| The phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relationship to the reading and writing process | | | | |
| Processes, principles, and dimensions of oral language acquisition and the relationship between oral language development and literacy development | | | | |
| Components of phonological processing | | | | |
| The development of the phonological skills essential to fluent decoding | | | | |
| The impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing | | | | |
| Elements of effective verbal and non-verbal communication | | | | |
| The process of second language acquisition and distinctions between language learning issues and learning disabilities | | | | |
| <i>Word Study</i> | | | | |
| The pronunciation of English phonemes and their graphemes | | | | |
| The developmental stages of spelling and morphological analysis | | | | |
| Speech to print correspondence at the sound, syllable pattern, and morphological levels | | | | |
| Vocabulary development and its relationship to literacy acquisition | | | | |
| Relationships among phonology, decoding, orthography, fluency, vocabulary, and comprehension | | | | |
| Instructional strategies to promote the development of phonemic awareness, vocabulary, spelling, and decoding skills | | | | |

| Content Topic | College/ University | Course Number | # of Credits | Course Title |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------|---------------------|---------------------|
| <i>Written Expression</i> | | | | |
| The writing development continuum from pre-writers through adults | | | | |
| Dimensions of quality writing, types of writing, the composing processes that writers use, and planning strategies most appropriate for particular kinds of writing | | | | |
| The conventions of written English | | | | |
| Uses of writing portfolios and approaches to assessing student writing, including appropriate benchmarks and standards for various ages/grade levels | | | | |
| Instructional strategies to support the development of written expression | | | | |
| <i>Individual Differences and Individualized Instruction</i> | | | | |
| The characteristics and multiple causes of reading and writing difficulties | | | | |
| A variety of individual and group instructional approaches, interventions, and supplemental programs to address specific difficulties in language, reading and writing skills | | | | |
| <i>Assessment</i> | | | | |
| Indicators of proficiency or difficulty in the various component areas of reading | | | | |
| Purposes for assessment in English language arts, and a range of valid and reliable assessment tools appropriate to each purpose | | | | |
| Administration and interpretation of formal and informal assessments appropriate for different purposes | | | | |
| <i>Consultation and Collaboration</i> | | | | |
| Principles and practices of effective collaboration and consultation in learning environments | | | | |

| Content Topic | College/ University | Course Number | # of Credits | Course Title |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------|---------------------|---------------------|
| Purposes of and eligibility criteria for various local supplemental and intervention programs designed to help students with reading and writing difficulties | | | | |
| Appropriate roles and responsibilities of paraeducators and their supervision | | | | |
| <i>Research and Evaluation</i> | | | | |
| Interpretation, analysis and application of research findings to instructional practice | | | | |
| Strategies for classroom-based literacy research | | | | |
| Appropriate criteria for determining the effectiveness of reading programs. | | | | |
| <u>Additional Requirements:</u> | | | | |
| A minimum of 18 credits in reading/English language arts. A minimum of a practicum, or the equivalent, in reading instruction and assessment. | | | | |